DOCUMENT RESUME

ED 060 698 FL 002 943

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TITLE Teacher Qualifications and Preparation: Guidelines for TESOL/US.
PUB DATE 1 Mar 72
NOTE 16p.; Speech presented at the Sixth Annual TESOL Convention, Washington, D. C., March 1, 1972

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Certification; Educational Objectives; *English (Second Language); *Guidelines; Inservice Teacher Education; Program Design; Program Evaluation; Teacher Behavior; *Teacher Education; *Teacher Qualifications; *Teacher Role

ABSTRACT

This paper presents a proposed statement of qualifications and guidelines for the preparation and certification of teachers of English to speakers of other languages in the United States. It is designed to assist teacher certification agencies and educational institutions in the establishment of certification standards and in the design and evaluation of teacher education programs. The statement (1) defines the role of the English-as-a-second-language (ESL) teacher in American schools, (2) describes his personal qualities and professional competencies, and (3) states the objectives and categorizes important features of a teacher education program designed to develop ESL teachers of high professional ability. (Author)

ED 060698

DEPARTMENT OF GENERAL LINGUISTICS
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PITTSBURGH, PENNSYLVANIA 15213

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William E. Norris, University of Pittsburgh

"Teacher Qualifications and Preparation: Guidelines for TESOL/US"

1. The need and purposes of the Statement.

The teaching of English as a second language in the United States is a special and difficult task, as Professor Marckwardt makes clear in his Foreword to the "Statement of Qualifications and Guidelines..." which you have in your hands. Student achievement goals in English as a Second Language must be set high--among the highest in the school curriculum, ranking with the basic language arts skills of reading and writing. Teachers of ESL need to have exceptional competencies acquired through specialized training. So far, however, there is no published statement of teacher qualifications for ESL, nor any guidelines for ESL teacher education bearing the endorsement of the profession as it is represented in the membership of TESOL. The statement I present to you today represents an attempt by a diverse group of TESOL leaders from across the nation to remedy this deficiency and meet a genuine need.

The need for a guidelines statment can be documented by such items as the following: (1) The National Association of State Directors of Teacher Education and Certification--(yes, there are organizations with names more complex than ours, and in this case even the acronym is unpronouncable)--the NASDTEC will soon issue a revised document entitled "Proposed Standards for State Approval of Teacher Education." For the first time the teaching of English as

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a second language will be represented in this circular, in the form of the original broad statement of eight qualifications which was adopted by the 1970 TESOL Guidelines Conference. Clearly, however, a more detailed statement is necessary. (2) Few states now have official certification standards for teachers of ESL, but in an increasing number of states steps are being taken toward their adoption. It is essential that our profession actively engage itself in the adoption processes. (3) The number of MA level teacher education programs for ESL and EFL increased from 12 in 1966 to at least 30 in 1969 and the trend continues. Meanwhile the National Council for the Accreditation of Teacher Education has urged professional organizations to provide teacher education guidelines for their respective fields. TESOL should now speak for our field.

Basically this proposed statement has two interrelated purposes. First, through it the TESOL profession will provide guidance for the specification of ESL teacher certification standards by state agencies. Second, it will provide guidance for the design and evaluation of ESL teacher education programs--the programs which prepare candidates to meet the certification standards. There are two ancillary purposes to which the statement may be applied but which are not made explicit in it: guidance for school administrators charged with the selection of qualified ESL teachers, and guidance for the development of in-service teacher evaluation and retraining.

Please note that this statement has been drafted for teachers of English as a second language in the United States. It is not

addressed to the qualifications and training of teachers of English as a foreign language, teachers of standard English as a second dialect, nor teachers in bilingual schools, although teachers in all these situations clearly have much in common. A separate set of guidelines will probably have to be developed for language teaching in bilingual education, or even separate sets for different definitions of that term; but perhaps ultimately a combined set of guidelines for teachers of linguistic minority groups might well be developed.

2. The central "core" and organization of the Statement.

The statement has three main sections. The central "core" of the statement, around which the other sections are developed, is Section C: "Personal Qualities, and Professional Competencies and Experience of the ESL Teacher in American Schools." This section comprises the eight essential teacher qualifications defined and adopted by a group of more than thirty leaders of our profession meeting as the TESOL Guidelines Conference in May 1970. The excellence of this section derives from the combined wisdom of the Conference members, many of whom I am pleased to see here this afternoon. I have not, however, restrained myself from making a few editorial emendations and expansions in their statement. An additional and very useful source was the MLA Guidelines for Teacher Education in Modern Foreign Languages (1966).

Preliminary to listing those eight qualifications, there is, in Section B, a brief statement of "The Role of the English-as-a-Second-Language Teacher in American Schools." In this section,

which is written with non-ESL professionals and concerned laymen in mind, I have tried to phrase the description of teacher role-objectives not only in terms of teacher behaviors, but also of student behavior goals. Of necessity such a brief statement must overgeneralize, but I hope that you will find in it most if not all of the roles that ESL teachers are called upon to play in one situation or another.

The final section of the statement will be of primary interest to those directly involved in ESL teacher education, and to those charged with the accreditation of teacher education programs. In order to give meaningful interpretation to the eight broad qualification statements it is essential, I think, to outline in some detail those features of his professional education from which the teacher derives his special qualifications and competencies for ESL teaching. As a result, Section D: "Objectives and Features of a Teacher Education Program in Teaching English as a Second Language" is the longest and most fully detailed part of the document. (That there are other ways of elaborating on teacher qualifications, I do not doubt. Performance-based criteria offer an alternate and potentially viable approach. But I do not believe that that approach makes guidelines statements of this sort obsolete. Rather, the two types of statements complement each other.)

3. A few comments on certain features of the Statement.

The introductory paragraph of Section A, boldly lifted from the MLA guidelines, simply states that an ESL teacher ought to have

the same general educational background as any other teacher. An earlier version referred to certain desirable (or conventionally preferred) academic majors, but it was objected that to do so would place an arbitrary limitation on the academic background of potential ESL teachers.

In Section B the role of the ESL teacher is described as fourfold: (1) First--and primary--to help his students to achieve communicative competence in English, an objective which includes mastery of basic language skills, intercultural awareness, and knowledge which contributes to their mastery of the language and culture. The remaining three role-objectives contribute to the first one: (2) Evaluation of student progress (and with that "teacher progress"); (3) Program evaluation (which means "keeping up-to-date"); and (4) Coordination of the ESL program with other aspects of his pupils' schooling, and helping make the school and community aware of the special needs of ESL learners.

Section C, Teacher qualifications, begins with a broad and subjective statement of desirable personal qualities, which cannot be further detailed in a document of this sort. Nevertheless, Qualification 1 is not intended as mere lip-service to high-mindedness. Of course all teachers should ideally have such qualities, but we ESL teachers need them above all because we are involved in the overt change of our students' personalities. As Joshua Fishman put it, "Not only does the bilingual master two different codes, but he masters two different selves, two different modes of relating to

reality, two different orders of sensitivity to the ... world." (Fishman 1966.130-31)

Qualifications 2 and 3 have to do with the teacher's own English language proficiency, and with his own personal experience learning another language and--more important--coming to terms with another culture. It is not intended that the ESL teacher must be a bilingual, but rather that at some time he should have had the same sort of learning experience he expects of his pupils: that of learning another language.

Qualifications 4 and 5 concern linguistic knowledge in general, knowledge of English in particular, and knowledge of psycholinguistic and socio-cultural variables in language learning.

Qualifications 6 and 7 specify experience and demonstrable ability in language pedagogy, language testing, and curriculum evaluation.

Finally, Qualification 8 emphasizes the wider socio-cultural implications of English-as-a-second language instruction in America.

Section D, "Objectives and Features of a Teacher Education Program" is organized into four main components: (1) Academic specialization, (2) Pedagogy, (3) Second language learning, and (4) Candidate evaluation. A final sub-section makes some brief points regarding training staff and facilities.

As Professor Marckwardt points out in the Foreword, it would be unrealistic to attempt to work out a set curriculum, specify particular bits of teacher knowledge, or prescribe a preferred

teaching methodology here. To do so would certainly insure quick obsolescense of the guidelines. Instead I have listed the sources from which we draw our knowledge about language teaching and language learning, the more essential academic and professional topics, and the sort of training experiences which contribute directly to mastery of our craft (or so we expect). (Cross-reference is made to the eight competency objectives listed in Section C.)

In particular I would like to draw your attention to sub-section 2d: "Language teaching practicum"(page 7) which specifies not just conventional classroom observation and directed teaching practice, but a systematically developed practicum that gives the candidate varied and progressively increasing teaching responsibilities.

A word about candidate evaluation (sub-section 4, page 7-8). I have already received strong objection to the requirement that English language proficiency be demonstrated prior to program enrollment, and a more fundamental objection to any recommendation of specific standardized language tests. The plain fact is that as yet no test instruments exist which are standardized for the purposes specified here: namely, the assessment of ESL teacher proficiency in English. Perhaps reference to such tests should be dropped from the statement altogether.

Similarly, in sub-section 4c (page 8), I do not know exactly what (quote) "instruments appropriate for the measurement of each competency" (unquote) might be for some of the competencies specified, in particular "teaching ability." Certainly formalized instruments are not available to us in the present state of the art.

For the present, and perhaps in the long run, I think we have to continue to depend on the combined and (hopefully) enlightened judgements of the candidate's mentors and his peers, including his own critical self-evaluation. The ultimate judgement will always be reserved to his students.

4. What do we need to do now to get membership concensus on this statement?

Two things.

One: Please let me have your criticisms, objections, and suggestions for improvement. Bring them out now in the discussion period, or later write your comments on a copy of the statement and send it to me or Jim Alatis.

Two: Take this proposed statement to your regional affiliate. Circulate it among the officers and members, ask a member of the TESOL Executive Committee or Guidelines Conference to discuss it at the next affiliate meeting, and adopt a statement of concensus to send to the Executive Secretary.

Plan to do these things soon.

Then the Executive Committee, informed by the fullest possible membership discussion and opinion, can act on a final version of the statement, vote endorsement in the name of the association, and give the Guidelines official circulation wherever they are needed.

References.

Fishman, Joshua. 1966. The Implications of Bilingualism for Language Teaching and Language Learning. In A. Valdman, Ed., Trends in Language Teaching. New York: McGraw-Hill.

Guidelines of Teacher Education Programs in Modern Foreign Languages: An Exposition. Modern Language Journal 50.6, October 1966.

Guidelines for the Preparation of Teachers of English: An Exposition. English Journal 57.4, April 1968.

1972 TESOL Convention - Weds., March 1, 1:00-2:00, Georgetown East
GUIDELINES FOR TESOL TEACHER PREPARATION
Members of TESOL are urged to send their comments and criticisms to James E. Alatis, TESOL Executive Secretary, Georgetown University, Washington, D.C. 20007 or to William E. Norris, Department of Linguistics, University of Pittsburgh, Pittsburgh, PA 15213

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Teachers of English to Speakers of Other Languages

PROPOSED STATEMENT OF QUALIFICATIONS AND GUIDELINES FOR THE PREPARATION AND CERTIFICATION OF TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES IN THE UNITED STATES

This statement, designed primarily to apply to teachers of English to speakers of other languages in the United States of America, will assist teacher certification agencies and educational institutions in the establishment of certification standards for English-as-a-second-language teachers, and in the design and evaluation of ESL teacher education programs. The statement (1) defines the role of the ESL teacher in American schools, (2) describes his personal qualities and professional competencies, and (3) states the objectives and characterizes important features of a teacher education program designed to develop ESL teachers of high professional ability.

FOREWORD

Teaching English as a second language has been an educational activity in this country for more than three hundred years. Only in the last twenty-five has it become a profession, making systematic application of a collected body of knowledge combined with learning theory. Its importance has been heightened by the critical role of the English language in the nation's educational process and by the unfortunate circumstance that ethnic and racial minorities have not always been well served by classroom practices designed for native speakers of English.

The teacher of English as a second language has a difficult task. He must set the goals of achievement for his pupils higher than those of his colleagues in the modern foreign languages, yet he must adopt certain of their practices. For those whom he teaches, a working command of English is an educational essential, but this command must be acquired through methods which differ from those customarily employed by the teacher of English to native speakers of the language. In essence this constitutes the case for a special pattern of preparation for teachers of English as a second language.

We recognize that because of the great variation in educational institutions which prepare, or should prepare, such teachers, it is scarcely to the point to work out a set curriculum or to recommend a series of course titles. It is not only useful but urgent, however, to formulate the principles upon which such a program of teacher preparation should rest, especially at a time when education throughout the country must be diversified in a way which will recognize the existence of multilingual and multicultural behavior and when the English language must be viewed as a means of enabling the individual to participate in ever-widening social groups.

Accordingly, we have set forth the principles which follow in the form of general guidelines which emphasize personal qualities, attitudes, skills, experience, and knowledge rather than courses and credit hours. The manner of the formulation owes much to the documents entitled Guidelines for the Preparation of Teachers of English and Guidelines for Teacher Education in Modern Foreign Languages, and like them, represents the consensus of a number of leaders in the field, drawn from all levels of instruction and supervision, representing a broad range of experience and points of view.

Despite the fact that these guidelines are intended to be applicable to teachers at any level, one cardinal principle has been rigidly observed throughout, namely that the teacher of English as a second language should have the same general academic preparation as teachers of other subjects at comparable levels.

Although there are these elements in their preparation which teachers of English as a second language share with others, the uniqueness of their educational responsibility must not be overlooked, nor should we forget that the guidelines set forth here are designed to prepare teachers for this particular task. They are not guidelines for teachers of English in general. Nor are they designed for teachers of Standard English as a second dialect or for teachers in bilingual schools, although clearly they would have many elements in common with the preparation of such teachers. In their present form they represent the best effort of which the authors were capable, to develop the outlines of a program both humanely and scientifically oriented toward the achievement of a highly specific but nevertheless a socially critical educational goal.

(Albert H. Marckwardt, Princeton University)

QUALIFICATIONS AND GUIDELINES

A. The preparation of the American School Teacher

The Guidelines are intended to suggest desirable competencies for teachers of English to speakers of other languages. In common with all teachers, his preparation will be based on a sound general education, courses and experiences which help him become a well-educated person with a strong background in the liberal arts and sciences, including psychology. Academic specialization courses and experiences help him to become proficient in the area of concentration; and professional education courses and experiences help him prepare himself as a teacher.

The statement which follows presupposes concurrent or prior completion of the baccalaureate degree program and is therefore concerned primarily with academic specialization and professional education. Its purpose is: (1) to define broadly the role of the English-as-a-second-language teacher in American schools, (2) to describe his personal qualities and professional competencies, (3) to state the minimal objectives for a teacher education program designed to develop professional competencies, and (4) to characterize the features of such a program.

B. The Role of the English-as-a-Second-Language Teacher in American Schools

The teacher of English to speakers of other languages in American schools is expected to:

1. Progressively develop in his students comprehension of and ability to interact with English-speaking American society through mastery of communicative competence in English as it is used by the English-speaking population.

   Help his students gain mastery of both receptive (listening and reading) and productive (speaking and writing) English-language skills.

   Help his students gain an awareness of and respect for similarities and differences between the English-speaking culture and their own cultural heritage.

   Help his students gain knowledge of American social customs, traditions, folklore, history and literature in such a way as to contribute to their mastery of the language and culture, and their future educational and social development.

2. Evaluate his students progress toward the above objectives, identify their strengths and weaknesses in performance, and adjust their instruction appropriately.

3. Make judicious selection and use of approaches, methods, techniques, procedures, materials and aids appropriate to effective language teaching for his pupils and curriculum objectives.

Evaluate the effectiveness of these teaching procedures and materials in bringing about student behaviors appropriate to the curriculum objectives, and revise their use as necessary.

Maintain vitality in the instructional program by implementing changes in the goals, procedures and materials whenever such changes are indicated by changes in the teaching situation, or by developments in language teaching theory and practice.

4. Correlate the sequence and scope of his teaching with that in other instructional areas in the curriculum; and contribute to the definition of curriculum goals for linguistic minority students in English-as-a-second-language specifically, and in other areas generally.

C. Personal Qualities, and Professional Competencies and Experience of the English-as-a-Second-Language Teacher in American Schools

To achieve the objectives of his teaching role the teacher of English as a second language in American schools is expected to:

1. Have personal qualities which contribute to his success as a classroom teacher, insure understanding and respect for his students and their cultural setting, and make him a perceptive and involved member of his community.

2. Demonstrate proficiency in spoken and written English at a level commensurate with his role as a language model. Whether he is a native-language or second-language speaker of English, his command of the language should combine qualities of accuracy and fluency; his experience of it should include a wide acquaintance with writings in it.

3. Have had the experience of learning another language and acquiring a knowledge of its structure; and have a conscious perception of another cultural system. If possible, the language and cultural system should be related to that of the population with which he is to work.

4. Understand the nature of language; the fact of language varieties--social, regional, and functional; the structure and development of the English language systems, and the culture of English-speaking people.

5. Have a knowledge of the process of language acquisition

as it concerns first and subsequent language learning and as it varies at different age levels; and understand the effects on language learning of socio-cultural variables in the instructional situation.

6. Have an understanding of the principles of language pedagogy and the demonstrated ability, gained by actual teaching experience, to apply these principles as needed to various classroom situations and instructional materials.

7. Have an understanding of the principles, and ability to apply the techniques and interpret the results of second-language assessment of student progress and proficiency; and ability to evaluate the effectiveness of teaching materials, procedures, and curricula.

8. Have a sophisticated understanding of the factors which contribute to the life styles of various peoples, and which determine both their uniqueness and their interrelationships in a pluralistic society.

D. Objectives and Features of a Teacher Education Program in Teaching English as a Second Language

A program to prepare a beginning English-as-a-second-language teacher must provide him with the opportunity to develop the academic and professional competencies set forth in Section C above. These competencies will be developed to a level of proven ability capable of enabling him to fulfill satisfactorily the role-objectives specified in Section B above, as demonstrated through actual teaching responsibility under experienced supervision.

The program features instruction and experiences which contribute directly to development of compentencies in: linguistics and English linguistics; psycholinguistics; language pedagogy and assessment, including supervised teaching experience; and studies in culture. In addition, the program requires objective assessment of both the English and foreign-language proficiency of all candidates, and provides or arranges for supplementary instruction whenever necessary.

A teacher education program may be viewed as having four main components with overlapping competency objectives. The list of topics and experiences given here (with cross-references to Section C above) is not intended to be exhaustive or limiting, but only broadly suggestive of the content of each instructional component.

1. Academic specialization: courses and training with the primary objective of helping the student to understanding and knowledge of the nature of language, and English language systems, language learning, and language in culture.

a. Linguistics and English linguistics (C4): the nature of language, its systematic organization, variation and change; major models of linguistic description; major subsystems of present-day English (grammatical, phonological/graphemic and lexical/semantic), English historical development and dialectical variation; contrastive linguistics with special reference to comparison of English and a "linguistic minority" language.

b. Psycholinguistics and sociolinguistics (C5): language acquisition processes in first and second language learning, age differentials in language learning, individual learning styles; basic socio-cultural variables in language use and language learning, types of bilingual and multilingual educational situations, social determiners of dialect and style.

c. Culture and society (C3, C4, C5, C8): the elements of socio-cultural systems; cultural pluralism in American society; description, comparison and interrelationship of English-speaking and linguistic-minority cultures; culturally determined life styles and learning styles and their effect on second language learning.

2. Pedagogy: foundations, methods, and practicum: courses and training with the primary objective of providing theoretical and methodological foundations, and practical experience leading to competence in actual teaching situations.

a. Professional education: social foundations and organization of American education, human growth and development, learning theory, and curriculum development, including the place of English as a second language in the curriculum.

b. Second-language pedagogy (C6): objectives, theoretical approaches to, and methods of teaching English as a second language; language teaching techniques and procedures; curricula, teaching materials and aids; adaptation of instructional materials to specific situations; professional information sources: journals, research reports, and professional organizations; design, implemen-

tation and evaluation of innovative materials and techniques.

c. Second-language assessment (C7): principles of testing; techniques and interpretation of second-language assessment of student progress and proficiency; evaluation of teaching materials, procedures, and curricula.

d. Language teaching practicum (C6, C7): systematic directed observation, supervised teaching practice, and progressive teaching responsibilities which contribute to experience and competence in the primary roles of the English-as-a-second-language teacher described in Section B above. Although experience gained in the training program will usually be more extensive and direct in the roles that help shape student behaviors (B1-B2) than in those roles more broadly concerned with curriculum development and evaluation (B3-B4), opportunities should be made available for some experience in all roles.

(1) The institution provides opportunities for systematic, directed observation of a variety of English-as-a-second language teaching situations for children, adolescents, and adults at beginning, intermediate, and advanced levels of instruction, and which employ a representative variety of appropriate teaching methods, materials, and aids.

(2) The institution provides directed teaching practice, with progressively increasing responsibility, under expert supervision in teaching situations appropriate to the student teacher's employment goals. Through this experience the candidate will both develop and demonstrate his actual and potential ability as an English-as-a-second-language teacher by achieving at least a "good" level of competence in the role-objectives of Section B above.

3. Another language: learning experience; structural and cultural information (C4): For those candidates who have not had recent experience learning another language, the institution offers, or provides by special arrangement, second-language instruction. Whenever possible, courses are available by which the candidate can gain knowledge of the linguistic structure of the language and features of the cultural system of the population with which he intends to work.

4. Evaluation of candidates: Evaluation of each candidate's achievement in the areas of competence outlined above is an integral and systematic part of the teacher education program at all its stages (i.e., for admission to, retention in, and completion of the program).

(a) English language proficiency (C2), of both native and non-native speakers, is demonstrated prior to admission by satisfactory completion of appropriate college-level course work requiring a high level of oral and written expression, and/or objective assessment by standardized test instruments properly interpreted.

(b) The institution publishes a clearly formulated policy concerning admission to, retention in, and successful completion of the teacher education program. The statement of this policy includes precise information about application procedures and criteria for admission to the program; it indicates how and by what professional criteria students may be eliminated from the program; and it sets forth clearly the minimal academic achievement and level of teaching competence required for successful completion of the program.

(c) The institution evaluates the candidate's achievement by instruments appropriate to the measurement of each competency, including direct evaluation of teaching performance. The results of the evaluation are available for advising the candidate in his continuing education and career development, and for recommending, licensing, and employing him. His readiness to teach is certified in the name of the whole institution. An official designated to make such certification is able to demonstrate that he has received assessments concerning the candidate's performance in all units of the teacher education program.

5. Staff and facilities: The institution has a staff whose combined competencies are superior to the level of instructional proficiencies which are the objectives of the program. The teachers and supervisors of courses and training in teaching methodology are themselves superior in the competencies outlined in Section C above.

The institution maintains an up-to-date curriculum materials collection comprising materials, aids, and equipment commonly used in teaching English as a second language at all levels. Journals, research reports, and other sources of supportive professional information are available and kept current.

The institution maintains close contact with the instructional programs in which candidates serve their observation and directed teaching practice assignments.

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(Draft revision by William E. Norris, University of Pittsburgh. Based on criteria adopted by TESOL Guidelines Conference, May 29-30, 1970 and a preliminary draft by James E. Alatis.)